DOCUMENT RESUME

ED 181 282 CE 023 812

AUTHOR Smith, Curvin C.
TITLE Workshops: Preparation of Transition Plans in Area Vocational-Technical Schools. Final Report.
INSTITUTION Associated Educational Consultants, Inc., Pittsburgh, Pa.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE 20 Dec 79
NOTE 22p.; Some of the appendix materials will not reproduce well due to light print

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Area Vocational Schools; *Educational Facilities; Educational Specifications; *Facility Planning; *Facility Requirements; Handicapped Students; *Physically Handicapped
IDENTIFIERS Pennsylvania

ABSTRACT

The purpose of this project was to assist area vocational-technical schools in the preparation of transition plans for making structural modifications in order that their buildings be accessible to handicapped persons. Working with the Office of Civil Rights, a format and procedure for developing transition plans in area vocational-technical schools was developed. Three schools designated to host workshops developed model transition plans based on the format and procedure. These model plans were shared with workshop participants throughout the state. Workshop evaluations revealed that twenty-nine participants indicated they understood very well how to develop a transition plan and thrity-nine respondents indicated they found that the plan would be less difficult than they had expected. (The model transition plan is appended.) (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181282

FINAL REPORT

DEC 2 4 1979

WORKSHOPS
PREPARATION OF TRANSITION PLANS IN
AREA VOCATIONAL-TECHNICAL SCHOOLS

(Project No. 84-9810)

by

Curvin C. Smith, Ed.D.

ASSOCIATED EDUCATIONAL CONSULTANTS, INC.
North Allegheny Office and Research Park
McKnight and Pine Creek Roads P.O. Box 15073
Pittsburgh, Pennsylvania 15237

or

10 Appaloosa Drive
Lititz, Pennsylvania 17543

December 20, 1979

Pennsylvania Department of Education
Bureau of Vocational Education
Research Coordinating Unit

CE 023 812

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

Section	Title	Page
	Acknowledgements	i
I	Abstract	ii
II	Overview	1
III	Methods and Procedures	1
IV	Workshop Evaluation	4
V	Conclusions and Recommendations	5
	Appendices	7

ACKNOWLEDGMENTS

Associated Educational Consultants, Inc., is grateful to the Section 504 Office of Technical Assistance, USOE, Region III, for their participation in the workshops addressed by this report.

The contributions of Mr. Brooke Boyer who represented Section 504 Office of Technical Assistance was noteworthy and commendable.

The administrators and staffs of the workshop sites are commended. Workshop sites were: Centre County Area Vocational-Technical School, Lebanon County Area Vocational-Technical School and the Central Westmoreland County Area Vocational-Technical School.

The participants at the workshops evaluated the programs as being very informative and useful to them in meeting a requirement of federal regulations. Therefore, the Pennsylvania Research Coordinating Unit and the Bureau of Vocational Education are commended for their efforts in assisting area vocational-technical schools in the preparation of Section 504 Transition Plans.

INTRODUCTION

I. ABSTRACT: WORKSHOPS - PREPARATION OF TRANSITION PLANS IN AREA VOCATIONAL-TECHNICAL SCHOOLS

Associated Educational Consultants, Inc.
North Allegheny Office and Research Park
McKnight and Pine Creek Roads P.O. Box 15073
Pittsburgh, Pennsylvania 15237

or

10 Appaloosa Drive
Lititz, Pennsylvania 17543

Amount of Contract $3,780.00
Date of Contract 9-13-79
Contract No. 84-9810

The purpose of this project was to assist area vocational-technical schools in the preparation of transition plans for making structural modifications in order that their buildings be accessible to handicapped persons.

OBJECTIVES

1. Prepare a model format for transition plans and have the format approved by the Section 504 Office of Technical Assistance, HEW.

2. Develop Transition Plans for the Centre County, Lebanon County and Central Westmoreland County Area Vocational-Technical Schools who in turn would serve as host schools for workshops.

3. Conduct one day workshops at the above schools for the purpose of assisting school administrators in the preparation of transition plans.

OUTCOMES

Information was shared and materials were distributed to attendees at the workshop which will enable administrators to prepare transition plans with minimal difficulty.

AUDIENCE

Administrators representing 48 educational institutions participated in the workshops. Materials were sent to seven other persons who expressed interest in the program but could not attend.

PUBLICATIONS AND AVAILABLE MATERIALS

. The Final Report
. Model Transition Plan (Format)
. American National Standards Institute (ANSI) Guidelines
. Other materials concerned with structural modifications for making buildings accessible to handicapped persons.

II. OVERVIEW

The Rehabilitation Act of 1973 required that all programs supported with federal funds be accessible to handicapped persons. Guidelines printed to implement Section 504 of that act indicated that each recipient of federal funds should provide necessary structural changes to make programs accessible to handicapped persons by June, 1980. Prior to making structural modifications it was also required that transition plans, outlining the needs for those changes, be completed by December, 1977.

Although area vocational-technical schools were apprised of the above requirements, few transition plans were actually prepared prior to September, 1979. Because the Bureau of Vocational Education, Pennsylvania Department of Education, recognized that a state of noncompliance to accessibility requirements might exist, it was determined that some technical assistance should be provided to recipients of federal vocational education funds.

The Research Coordinating Unit (RCU) provided some funds for providing assistance in the following areas:

1. Development of a model transition plan
2. Apprising school administrators of Section 504 requirements
3. Conducting workshops to review requirements, procedures and development of transition plans.

Associated Educational Consultants, Inc., (AEC) was selected to provide assistance in meeting the above objectives.

III. METHODS AND PROCEDURES

Prior to defining the exact scope of work to be completed in assisting recipients to prepare transition plans, a communication, for the purpose of determining

interest, was mailed by the Director of the RCU to all directors of area vocational-technical schools in Pennsylvania. Interest in receiving technical assistance for preparing transition plans was sufficient that sites and dates were selected to conduct three workshops. Although participants were given a choice to attend any of the workshops, the Lebanon County AVTS was selected as a site for the Eastern Region. The Centre County AVTS was selected for the Central Region and the Central Westmoreland County AVTS was selected for the Western Region.

A subsequent communication (see Appendix A) was mailed out to all area vocational-technical schools announcing workshop sites and dates when programs would be held.

Associated Educational Consultants, Inc. (AEC) made personal contact with the Office of Civil Rights, HEW, Region III, for the purpose of determining what guidance that office could provide related to the project objectives. Although OCR is the enforcing agency in HEW for the purpose of determining compliance with Section 504 requirements, our attention was directed to a newly created office (September, 1979) titled the Section 504 Office of Technical Assistance.

Conferences with the Section 504 Office of Technical Assistance culminated with the understanding that members from that office would:

1. Review our developed format for transition plans
2. Suggest changes to be made in the format
3. Participate in the scheduled workshops.

In October, 1979, AEC developed a format and procedure for developing transition plans in area vocational-technical schools. The format and procedure were reviewed by the Section 504 Office of Technical Assistance. (See Appendix B for the model format which was determined to be satisfactory for transition plans.)

Each of the schools designated to host the workshops were contacted by AEC for the purpose of developing model transition plans for them. Data were collected in each of the host schools in sufficient detail that drafts of transition plans could be developed. These drafts were reviewed by the vocational director of each of the host schools and then shared with the participants who later attended the workshop(s).

In attendance at each of the workshops were a consultant from the Disadvantaged and Handicapped Section of the Bureau of Vocational Education, a consultant from AEC, and a consultant from the Section 504 Office of Technical Assistance. The agenda followed the outline as presented in Appendix C.

Although participants were advised that it might be necessary to modify program content as well as to make structural changes, the primary thrust of workshop activities concerned the development of transition plans preparatory to making structural modifications.

The procedure for developing transition plans include the following:

1. Appoint an advisory committee which includes persons with handicapping conditions and/or persons who represent agencies supporting handicapped persons.
2. Apprise the committee of its purpose and the requirement to develop transition plans.
3. Conduct, with the assistance of the advisory committee, a facility inspection to determine what features of the building(s) do not comply with standards for new buildings as developed by the American National Standards Institute (ANSI). (See Appendix D)
4. Determine which of the above features contain barriers which prevent a handicapped person from having access to programs and services in the building(s).

5. Determine alternatives for making programs and services accessible.
6. Determine what structural changes should be made.
7. Determine the approximate cost for making the change(s).
8. Determine when the changes shall be made.
9. Organize the information into a plan. (See Appendix B for model format.)

After workshop participants were apprised of the requirements and procedures for developing transition plans, a tour of the building (host school) was provided. The rationale for including specific features, which presently may not permit access to programs by physically handicapped persons, in the transition plans was discussed.

Programs adjourned at 3:00 p.m.

IV. WORKSHOP EVALUATION

Near the conclusion of each workshop participants were asked to evaluate aspects of the workshop and to provide indicators whether the program(s) were helpful to them.

Very positive indications were received concerning the contributions of program consultants.

One third of the participants rated the workshop sites as being less than very satisfactory. Travel distance to the sites was a concern from some of the conferees.

At the conclusion of the workshop 29 participants indicated they understood very well how to develop a transition plan and 39 respondents indicated the preparation of the plan would be less difficult than they expected.

Forty persons, an overwhelming majority, expressed an interest in having additional workshops which would concern program modifications necessary to accommodate handicapped persons.

See Appendix E for evaluation summary.

V. CONCLUSIONS AND RECOMMENDATIONS

Although a survey has not been taken it is reasonable to assume that most of the area vocational-technical schools in Pennsylvania did not develop a transition plan as required by Section 504 of the Rehabilitation Act of 1973 prior to December, 1979. Although most administrators were aware of the provisions of Section 504 they did not develop transition plans primarily because they needed an interpretation concerning what was required.

The Bureau of Vocational Education and the Pennsylvania Research Coordinating Unit has provided valuable assistance by sponsoring workshops to assist in interpreting what needs to be done and procedures for developing transition plans.

The contributions of the Section 504 Office of Technical Assistance and Associated Educational Consultants, Inc., will probably lead to the development of satisfactory transition plans for those schools represented at the workshops. The merits of the workshops will likely reveal themselves after July, 1980, when the Bureau of Vocational Education will be charged with conducting compliance reviews in area vocational-technical schools in Pennsylvania.

It is recommended that the Bureau of Vocational Education and/or the RCU provide information and assistance concerning the development of transition plans to other schools which offer vocational education programs in Pennsylvania.

It is further recommended that a survey be conducted which will gather information concerning how schools have modified vocational programs to accommodate specific types of handicaps. Following those surveys and an intensive review of the literature other conferences should be scheduled to assist vocational educators in making program modifications to accommodate handicapped persons.

APPENDICES

COMMONWEALTH OF PENNSYLVANIA

September 19, 1979

SUBJECT: Seminars on Transition Plans for Facility Accessibility

TO: Vocational Administrators

FROM: Carroll A. Curtis, Director
Research Coordinating Unit CAC

Wayne L. Grubb, Consultant WLG
Disadvantaged and Handicapped

On July 9, 1979 an inquiry was directed to vocational administrators concerning the interest in our organizing a seminar for local administrators to deal with the preparation of transition plans for accessibility to handicapped individuals to comply with Section 504 Regulations of the Rehabilitation Act of 1973. As a result of overwhelming positive response, three regional seminars have been scheduled as follows:

November 9, 1979	Centre County AVTS
November 16, 1979	Lebanon County AVTS
November 20, 1979	Central Westmoreland AVTS

If you have concerns about your transition plan, I'm sure we have put together a program that you will find worthwhile. It includes an explanation of the legislation and regulations by staff from the Federal Office of Technical Assistance, Department of Health, Education and Welfare, and a presentation by Dr. Curvin C. Smith, Associated Educational Consultants, Inc., of a model plan for the seminar site.

You are cordially invited to attend the seminar that best fits your schedule. We do ask that you complete the attached form so that luncheon arrangements provided by the host school may be made.

Attachment

Seminars on Transition Plans

I plan to attend the seminar on preparing transition plans at the following location:

___	Centre County AVTS	November 9, 1979
___	Lebanon County AVTS	November 16, 1979
___	Central Westmoreland AVTS	November 20, 1979

Please return form to: Dr. Carroll A. Curtis, Director
Research Coordinating Unit
for Vocational Education
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

(717) 787-4865

TRANSITION PLAN
SECTION 504, REHABILITATION ACT OF 1973

(Name of School)

International
Symbol of Access

I. REQUIREMENT

On June 3, 1977, federal regulations issued by the Department of Health, Education and Welfare, became effective, which were designed to eliminate discrimination on the basis of handicap in educational programs and activities of recipients of federal financial assistance. Inasmuch as the (Name of School) receives federal funds to support its programs the school is a "recipient" as defined by the law.

It is required by each recipient to meet the requirements of Section 504 of the Rehabilitation Act of 1973. A specific element of the regulation reads:

> "No otherwise qualified handicapped individual in the United States, as defined in section 7(6), shall, solely by reason of his handicap be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

In order to insure that individuals not be discriminated against it is, also, required that each program offered by recipients be accessible to handicapped persons. In order to make programs accessible to individuals with handicapping conditions it may be necessary to make structural modifications to existing buildings and parking areas in order to achieve program access.

The regulations, dated June 3, 1977, prescribed that transition plans outlining structural changes necessary to make programs accessible to handicapped persons be completed by December, 1977. Any structural changes required to implement those plans were to be made by June 1980.

Although administrators in the (Name of School) were aware of the requirements of Section 504 and its implementing regulations, transition plans have not been previously prepared. The delay in preparing the plans occurred, primarily due to ambiguities in the interpretation of the regulations and the nonavailability of technical assistance for plan preparation from the State and federal level.

The Joint Operating Committee of the (Name of School) adopts this transition plan for making all programs, funded with federal monies, accessible to handicapped persons. The plan has been prepared after hearing advice and counsel from members of the Bureau of Vocational Education in Pennsylvania and the Section 504 Office of Technical Assistance, HEW, Region III.

II. ROLE OF ADVISORY COMMITTEE

The Joint Operating Committee of the (Name of School) has nominated the following persons to assist with development of this plan:

Names and Addresses of Committee Members

Name	Address

The above persons were selected to participate in the development of this plan, either because of their own handicapping conditions or because of their interest in handicapped persons or their representation of organizations for handicapped persons.

In preparation of this plan the Advisory Committee has met on the following dates:

has been selected to serve as Chairperson of the Advisory Committee and _____ signature on the prescribed page indicates that the majority of the lay committee members agree with the contents of this report.

III. REVIEW PROCESS

On (Date), staff members of the (Name of School) made an evaluation of their facilities in order to determine which programs might not be accessible to handicapped persons and to determine what structural modifications might be needed.

The standards published by the American National Standard Institute (ANSI) were used as the guidelines to determine whether facilities are accessible. (We understand that the concept of program accessibility does not require strict adherence to ANSI standards in existing buildings constructed before 1977.) However, that standard has been used in evaluation and any deviation from it has been noted and approved by the Advisory Committee in order to comply with required standards of program accessibility.

The rationale for not requiring that all features of the buildings be in compliance with present ANSI Standards is in conformance with the regulations, Subpart C, Par. 84.22 states:

> "A recipient shall operate each program or activity to which this part applies so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. This paragraph does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons..."
>
> "A recipient is not required to make structural changes in existing facilities where other methods are effective in achieving compliance with paragraph (a) of this section. In choosing among available methods for meeting the requirement of paragraph (a) of this section, a recipient shall give priority to those methods that offer programs and activities to handicapped persons in the most integrated setting appropriate..."

IV. NONCOMPLIANCE REPORT (ANSI STANDARDS)

Listed below are features of our facilities and campus which are not in conformance with present ANSI Standards and which may require structural modification in order to make programs and services accessible to handicapped persons:

A. Parking Lots

(List discrepancies)

B. Walks

(List locations)

C. Ramps

(List locations)

D. Entrances and Exits

(List locations)

E. Doors and Doorways

(List locations)

F. Stairs and Steps

(List locations)

G. Floors

H. Rest Rooms

(List locations)

I. Water fountains

(List locations)

J. Public telephones

(List locations)

K. Elevators

L. Controls

(List locations)

M. Identifications

(List locations)

N. Warning signals

(List locations)

O. Hazards

(List locations)

V. MODIFICATION PLAN

The administrative staff of the (Name of School) and the Transition Plan Advisory Committee have studied the features of the school which do not meet present ANSI Standards for new public facilities. Some of the noncomplying features are exempted from modification because it is our belief that the areas and programs are accessible, although minor inconveniences might need to be overcome by handicapped persons.

The chart below identifies the features of the (Name of School) which should be modified in order to make programs and services accessible to physically handicapped persons. A description of the modification, cost and time frame for making the change is, also, presented.

EXAMPLES:

MODIFICATION PLAN

ITEMS TO BE MODIFIED	CHANGES TO BE MADE	ESTIMATED COST OF MODIFICATION	COMPLETION DATE
1. Parking Lots	1.1 Two spaces, 12 ft. wide, will be reserved in the parking area nearest the main entrance.	1.$200.00	1. Feb.,1980
	1.2 The international symbol for handicapped parking will be placed at the parking areas.		
2. Ramps	2.1 A depression will be made into the existing curb near the main entrance.	2.$500.00	2. Sept.,1980

VI. REVIEW PROCEDURES

The Director of the (Name of School) is hereby authorized and responsible for developing procedures to ensure that interested persons, including persons with

impaired vision or hearing, can obtain information as to the existence and location of services, activities and facilities that are accessible to and usable by handicapped persons.

The procedures for accomplishing the above shall be presented to the Joint Operating Committee for their review at the meeting when this plan is adopted.

VII. PUBLIC NOTICE

A copy of this Transition Plan shall be posted on a bulletin board commonly used by students and another copy shall be maintained in the office of the Director. A copy of the Transition Plan shall be made available for inspection and review by interested parties, upon request.

VIII. ADOPTION

The Joint Operating Committee of the (Name of School) and the Advisory Committee named in Part II of this plan agree that this Transition Plan is in conformance with Section 504 Regulations of the Rehabilitation Act of 1973. The plan is attested by the following signatures on the dates below:

_____ _____

Secretary, Joint Operating Committee Date

_____ _____

Chairman, Advisory Committee Date

A resolution presented to the Joint Operating Committee at their regular meeting, held on , has been approved, which adopts this Transition Plan.

The resolution adopted by the Joint Operating Committee states:

> "Be it resolved, that the Transition Plan for making programs and services available to handicapped persons, as required by Section 504 of the Rehabilitation Act of 1973, be approved:
>
> "Be it further resolved, that the Director of the (Name of School) be authorized to implement the plan and, when appropriate, present to the Joint Operating Committee the necessary procedural requirements and cost information for planned structural modifications."

AGENDA

WORKSHOP --- SECTION 504 TRANSITION PLANS

CENTRE COUNTY AVTS --- NOV. 9, 1979

LEBANON COUNTY AVTS --- NOV. 16, 1979

C. WESTMORELAND AVTS --- NOV. 20, 1979

9:00 AM -- 9:30 AM ------	Registration and Coffee	
9:30 AM -- 9:45 AM ------	Purpose of Workshop Introductions	--- PDE Representative
9:45 AM -- 10:00 AM ------	Overview of Workshop	--- Smith
10:00 AM -- 10:45 AM ------	Review of Related Legislation, Requirements	--- Office of Technical Assistance, HEW
10:45 AM -- 12:00 PM ------	Development of Transition Plan, Section 504	--- Smith
12:00 PM -- 1:00 PM ------	LUNCH	--- Host School
1:00 PM -- 2:00 PM ------	Presentation of Model Transition Plan	--- Smith
2:00 PM -- 3:00 PM ------	Building Tour Using the Model Transition Plan to Identify Noncomplying Features	--- Smith
3:00 PM	ADJOURN	